



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

October 7, 2019

Steve Thalheimer  
Elkhart Community Schools: #2305  
2720 California Rd  
Elkhart, IN 46154-1220

Dear Steve Thalheimer,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Roosevelt STEAM's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$252,460.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A140016

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov) if you have any questions.

Sincerely,

Nathan Williamson  
Director of Title Grants and Support  
Indiana Department of Education

cc: Title I Program Administrator  
SIG Coordinator  
Principal



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**Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020**  
**Cohorts 6 - 8- Transformation Model**

**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

<b>School Corporation/ Eligible Entity</b>	Elkhart Community Schools	<b>Corp #</b>	2305
<b>School</b>	Roosevelt STEAM	<b>School #</b>	1801
<b>Superintendent Name</b>	Dr. Steve Thalheimer	<b>Email</b>	<a href="mailto:sthalheimer@elkhart.k12.in.us">sthalheimer@elkhart.k12.in.us</a>
<b>Title I Administrator Name</b>	Beth Williams	<b>Email</b>	<a href="mailto:bwilliams@elkhart.k12.in.us">bwilliams@elkhart.k12.in.us</a>
<b>Principal</b>	Dee Wappes	<b>Email</b>	<a href="mailto:dwappes@elkhart.k12.in.us">dwappes@elkhart.k12.in.us</a>
<b>Telephone</b>	574-295-4840		
<b>SY 2019-2020 Allocation</b>	\$252,460.00		

**Part 2: Grant Award Information**



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**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 6, 2019</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 8, 2019</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 8, 2019 – August 30, 2019</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 30, 2019</b>
<b>SY 18-19 Artifact Due</b>	Outcome Artifact from SY 18-19 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2019</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
<b>Federal Agency:</b>	U.S. Department of Education
<b>Pass Through Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
<b>Grant Award Number:</b>	S377A00190015A



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Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dee Wappes	Principal
Kevin Beveridge	Assistant Principal
Helenia Roberson	Academic Dean
Paige Alexander	Classroom Teacher
Machelle Seese	Special Education Teacher
Keturah Anderson	Parent
Tonda Hines	Community Member
Beth Williams	District Administrator
Arlene Silba	Mentor

**Instructions:** Please complete the table below regarding who was involved with the grant process.

Stakeholders meet monthly to review and analysis data from surveys, pre and post assessments and student outcomes. The team used this analysis to determine the needs and next steps necessary to continue the improvement process.

**Part 3: LEA and School Assurances**

**Instructions:** Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

**The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.

- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.



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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	<a href="#">Click here to enter a date.</a>
Title I Administrator Signature:		Date:	<a href="#">Click here to enter a date.</a>
Principal Signature		Date:	<a href="#">Click here to enter a date.</a>



**Part 4: Achievement and Leading Indicators SY 18-19**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2016 - 2017*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	15.8%					20%	9.5%	25%	3.2%	10%	
Percent of students proficient on ISTEP (ELA) (3-8)	24.4%					30%	19.7%	35%	6.9%	40%	
Percent of students proficient on ISTEP (Math) (3-8)	20.5%					30%	13.4%	35%	6.1%	40%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	32.9%					45%	31%	50%	42%	50%	
Leading Indicators	Baseline SY 2016 - 2017*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	63,000					66,500	73,800	73,800	73,800	73,800	
2. Number of daily minutes of math instruction	75					75	75	75	75	75	
3. Number of daily minutes of ELA instruction	90					90	90	90	90	90	
4. Student attendance rate (must be % between 0 and 100)	94.7%					95%	92.9%	95%	93.2%	95%	

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Leading Indicators	Baseline SY 2016 - 2017*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	0					0	0	0	0	0	
6. Expanded Learning Time (total number of hours offered)	0						21	32	46	46	
7. Number of discipline referrals	355					325	414	375	495	400	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--136 EXP--0					SUS--120 EXP--0	SUS--231 EXP--0	SUS--200 EXP--0	SUS--156 EXP--0	SUS--140 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--0 EFF--55% HEFF-- 45%					IN--0 IMP--0 EFF--50% HEFF-- 50%	IN-- IMP--2.5% EFF-- 72.5% HEFF-- 25%	IN--0 IMP--0 EFF--50% HEFF-- 50%	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--50% HEFF-- 50%	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	90.2%					95%	92%	95%	92%	95%	
11. Teacher retention rate (must be a % between 0 and 100)	70%					95%	93%	95%	95%	98%	

**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<b>Strengths:</b> <ul style="list-style-type: none"> <li>• Dedicated staff with the will to develop and grow professionally</li> <li>• District initiative and support through differentiated PD opportunities</li> <li>• Daily time allotted for PLCs</li> </ul>	<b>Areas of Improvement:</b> <ul style="list-style-type: none"> <li>• Development of strong Tier I literacy instruction</li> <li>• Parent involvement</li> <li>• Alignment of resources to school goals</li> <li>• Culturally relevant learning environment and staff</li> </ul>
<b>Opportunities:</b> <ul style="list-style-type: none"> <li>• Strong sense of community</li> <li>• Development of strong tier 1 instruction</li> <li>• Technology integration</li> </ul>	<b>Threats:</b> <ul style="list-style-type: none"> <li>• Generational poverty</li> <li>• Increased mental health issues: Helping student navigate and cope with trauma</li> <li>• Inexperienced staff</li> <li>• Teacher recruitment</li> <li>• Increased student achievement on state mandated IREAD &amp; ILEARN assessments</li> </ul>

**Projected Outcomes for SY 19-20**

- Implementation of tier 1 instruction that will close the achievement gap
- A healthy school culture
- Creation of a parent support system and sense of community to increase parent engagement and meet the needs of RSA families

**Part 6: SIG Implementation SY 2019-2020**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	Principal Mentor will work with building administrators to provide professional development with effective leadership strategies in order to maintain/increase the transformation focus.  Responsible: Arlene Silba, Mentor	Multiple Phases (Multiple Quarters)	\$20,000	Pre/post self assessment focused leadership skills as related to school transformation including cultivating community and parent relationships.
Develop Teacher Effectiveness	Roosevelt has 12 new/inexperienced teachers who need support in implementing effective teaching strategies for students who are performing below grade level. As measured by NWEA 86% of students in grades K-3 are performing below grade level. Instructional coach will work with K-3 teachers conducting ongoing professional development on the specific needs of each individual teacher as well as the school initiatives of literacy, student engagement, collaboration and inclusion. This support will allow teachers to develop and begin to perfect using effective teaching strategies in the classroom in order to significantly decrease the number of students who are performing below grade level.  Responsible: Principal, Assistant Principal, Academic Dean, Instructional Coach	Multiple Phases (Multiple Quarters)	\$93,720 Salary & Benefits	Pre/post instructional rubric.  Pre/post Teacher surveys.

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Implement Comprehensive Instructional Reform Strategies	<p>School leadership along with 6 additional new staff will attend a PLC at Work Conference. Three days of collaboration will be built into the calendar with an expectation for all staff to participate. The school leadership team will design the collaboration calendar. The district will work with building leadership to provide ongoing support for differentiated needs of PLC implementation and progress monitoring.</p> <p>Responsible: Principal, Assistant Principal, Academic Dean, School Leadership Team</p>	Multiple Phases (Multiple Quarters)	No cost	<p>Creation and implementation of the collaboration calendar.</p> <p>Documented participation of building leadership.</p> <p>Agendas from differentiated PD sessions</p>
Increase Learning Time	<p>Students will have the opportunity to receive focused instruction after the school day for thirty minutes on three consecutive days each week for a total of thirty-two weeks. The increased learning time will coordinate with the 21<sup>st</sup> Century Grant for after school programming to meet the academic needs of the students.</p> <p>Responsibility: Principal, Assistant Principal, Academic Dean, teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$23,330 Stipends &amp; Benefits</p> <p>\$215 instructional supplies</p>	Pre/post assessments focused on the grade level specific skills and student attendance taken using a Google document.
Create Community-Oriented Schools	<p>Monthly parent events/meetings intended to inform the community regarding school events, student learning, supports and resources available as well as the opportunity to be engaged with the school. Build a strong PTO that will become a vital part of Roosevelt in which volunteers and support are provided. Partner with River Oaks Community Church to engage with students as mentors and to support parents and staff.</p> <p>Professional development presenter for establishing school families to include teachers, students and parents</p>	Multiple Phases (Multiple Quarters)	<p>No cost (using Title I funds when applicable)</p> <p>\$2250 (evening presentations)</p>	<p>Climate surveys will be given quarterly, sign-in sheets for events along with PTO minutes will be used to measure parent/community involvement.</p> <p>Documentation of level of parent engagement.</p>

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	<p>Series of four evening presentations addressing restorative justice with families. This professional development will provide an opportunity for our students and parents to learn to resolve conflict. This conflict often occurs within the community and filters into the school environment. Center for Community Justice will provide the professional development once per quarter including the expense for a translator.</p> <p>CCJ will provide conflict resolution trainings with 3<sup>rd</sup> and 4<sup>th</sup> grade students for 5 weeks.</p> <p>Responsible: Principal, Assistant Principal, Academic Dean, teachers</p>		<p>for parents)</p> <p>\$5625 (student conflict resolution trainings)</p>	<p>Pre/post test for students addressing conflict resolution.</p>
Provide Operational Flexibility	<p>In the third grade 52% of students did not pass the IREAD-3 standardized state assessment. As measured by NWEA, eighty-seven percent of students in grades 3 and 5 are more than one grade level behind. Therefore, two additional teachers will be hired, for one year, to provide the necessary smaller class sizes for these grade levels. The intent is to attain more than a year's academic growth for each student. This operational flexibility is necessary in order to meet the large number of students who have not received consistent grade level instruction from licensed teachers due to the 80% turnover during both the 2016-17 and 2017-18 school years. There was only a 10% teacher turnover rate in 2018-19. However, the prior 2 year turnover rate means there will be 12 teachers with less than 5 years experience for the 2019-2020 school year.</p> <p>Currently fourth grade has a 18:1 ratio. An additional certified teacher will change the ratio to 14:1. Sixth grade has a 24:1 ratio. An additional certified teacher will change the ratio to 16:1. The lower ratio will allow</p>	Multiple Phases (Multiple Quarters)	\$107,320 Salary & Benefits	Summative standardized state assessment growth points as well as NWEA data will be used as pre/post assessments. Formative assessments, on grade level standards, from NWEA and locally created formative assessments will be used to track students' progress. Students will also be expected to set goals and track their progress.

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	the certified teacher to target specific academic skill deficits, facilitate cooperative learning groups, and implement peer to peer tutoring. The lower ratio will allow the certified teacher to provide tier 2 and tier 3 instruction within the classroom. The lower ratio will also allow the certified teacher to become proficient at implementing effective teaching strategies to students who are below grade level so when the ratio increases the impact to below grade level students will be positive.  Responsible: Principal			
Sustain Support	Roosevelt will provide sustained support through weekly monitoring by the instructional leadership team.  Responsible: District Instructional Leadership Team	Multiple Phases (Multiple Quarters)	No cost	Anecdotal note-taking and/or checklists followed by leadership discussions comparing student achievement data to data collected during monitoring visits.

**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

**Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.**

Building leadership and teachers will document professional growth and effective instructional practices, electronically, via a PowerPoint presentation that includes video evidence.



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**Part 8: Budget SY 2019-2020**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.





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By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7.3.2019
Title I Administrator Signature:		Date:	7.3.2019
Principal Signature		Date:	7.3.2019

Focus Area	Activity Description	Budget Category	Activity Total \$
Increase Learning Time	Teachers for extended learning	Instruction: Salary (Cert.)	\$ 20,000.00
Increase Learning Time	Teachers for extended learning	Instruction: Benefits (Cert.)	\$ 3,330.00
Provide Operational Flexibility	Extra 4th grade classroom teacher	Instruction: Salary (Cert.)	\$ 40,000.00
Provide Operational Flexibility	Extra 4th grade classroom teacher	Instruction: Benefits (Cert.)	\$ 13,660.00
Increase Learning Time	Extra 6th grade classroom teacher	Instruction: Salary (Cert.)	\$ 40,000.00
Increase Learning Time	Extra 6th grade classroom teacher	Instruction: Benefits (Cert.)	\$ 13,660.00
Create Community Oriented Schools	CCJ for students	Support Services (Student): Professional Services	\$ 5,625.00
Develop Teacher Effectivness	Instructional coach	Improvement of Instruction: Salary (Cert.)	\$ 66,500.00
Develop Teacher Effectivness	Instructional coach	Improvement of Instruction: Benefits (Cert.)	\$ 27,220.00
Develop School Leadership Effectiveness	Leadership Mentor	Improvement of Instruction: Professional Services	\$ 20,000.00
Increase Learning Time	Supplies	Instruction: General Supplies	\$ 215.00
Create Community Oriented Schools	CCJ for parents	Community Services Operations: Professional Services	\$ 2,250.00

## SIG T003g Budget SY 2019-2020

### Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer		
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	\$ 100,000.00	\$ -	\$30,650.00	\$ -	\$ -	\$ -	\$ -	\$ 215.00	\$ -	\$ -	\$ 130,865.00	
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ 5,625.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,625.00	
22100	Improvement of Instruction (Professional Development)	\$ 66,500.00	\$ -	\$27,220.00	\$ -	\$20,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 113,720.00	
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
25191	Refund of Revenue											\$ -	
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ 2,250.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,250.00	
60100	Transfers (interfund)											\$ -	
	<b>Column Totals</b>	<b>\$ 166,500.00</b>	<b>\$ -</b>	<b>\$57,870.00</b>	<b>\$ -</b>	<b>\$27,875.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 215.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 252,460.00</b>	
<b>Indirect Cost Rate %:</b>		3.32		<b>Subtract the amount above \$25,000 (per individual contracted service) from your total budget:</b>									
												Total after deducting Property:	<b>\$ 252,460.00</b>
												Total Available for Indirect Costs:	<b>\$ 8,381.67</b>
												Amount of Indirect Cost to be used:	<b>\$ -</b>
												<b>Grand Total After Indirect Cost:</b>	<b>\$252,460.00</b>
<b>Budget Narrative</b>													
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference													
<b>Supplies</b>						<b>Property: Equipment/ Technology</b>							
215.00 - Supplies for extended learning													
<b>Professional Services</b>						<b>Other Purchase Services (travel, communication)</b>							
20,000 - Principal Mentor; 7,875 - CCJ for students during the school day and parents for after school events													
<b>SIG Staffing</b>													
<b>Instructions: Complete the SIG Staffing information below</b>													
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source		Position Description					
TBD	Extended Student Learning	Certified		Y	N			Teacher stipends for extending student					

[illegible]